



Internal Reviews

Performance Period April 2005-June 2005

Introduction

Internal Reviews were successfully implemented in all of the school complexes for fiscal year 2005. This report provides data regarding the results of the reviews conducted during the year. This marks the end of the third year of implementing internally managed processes for examination of performance of local service systems in providing services and supports for students with special needs.

Statewide Findings and Improvements Over Time

Twenty-two Complexes conducted their Internal Reviews during fiscal year 2005. A total of 654 youth were reviewed using the Coordinated Services Review protocol. Of the total, 29% were attending high school, 23% were in middle school, 38% were in elementary school, and 11% were in the Early Intervention System. Further, 20% of the sample received services through Family Guidance Centers. A total of 1339 Family Guidance Center, school and community members participated in the review during the year.

Review Results

In the fiscal year, thirty-seven of the forty-one complexes (90%) conducting Internal Reviews in the quarter achieved the desired goal for acceptable system performance. Four complexes did not achieve desired system performance: Kalaheo (81% system performance), Ka'u (79% system performance), Baldwin (79% system performance), and Hana (62% system performance). Only one complex, Waimea (West Kauai), did not achieve positive child status at the 85% threshold.

FY 2005 n=654
FY 2004 n=609

Test Outcome 1:	Test Outcome 2:	FY 2005 94% (n=615)	FY 2004 93% (n=565)
+ Child + System Performance FY 2005 89% (n=582) FY 2004 89% (n=541)	- Child + System Performance FY 2005 5% (n=33) FY 2004 4% (n=24)		
Test Outcome 3:	Test Outcome 4:		
+ Child - System Performance FY 2005 4% (n=24) FY 2004 5% (n=29)	- Child - System Performance FY 2005 2% (n=15) FY 2004 2% (n=15)		

FY 2005 93%
(n=606)
FY 2004 94%
(n=570)

Table 1. School Year 2004-2005 Internal Review Results (Fiscal Year 2005)

Of the four complexes that did not achieve the desired goal for acceptable system performance during the year none had substantive child status concerns. However, because Hana had substantially low performance, technical assistance is planned to allow Hana to examine in more depth the factors impacting their results.

Table 2 compares the statewide average scores for each indicator of Child Status and System Performance against last school year's averages. The one area of concern is the Stability indicator for child status. Stability dropped to 78% of youth doing well in having a stable home or school setting from last year's average of 83%. These data will be referred to the Statewide Quality Assurance Committee for analyses and development of improvement strategies.

Table 2. School Year 2004-2005 (Fiscal Year 2005) Internal Review Results for Child Status and System Performance

INDICATORS OF CURRENT CHILD STATUS	STATE AVERAGE SY '03-'04	STATE AVERAGE SY '04-'05	INDICATORS OF CURRENT SYSTEM PERFORMANCE	STATE AVERAGE SY '03-'04	STATE AVERAGE SY '04-'05
Learning Progress	89	90	Child/Family Participation	95	95
Responsible Behavior	88	87	Functioning Service Team	92	94
Safety (of the child)	94	94	Focal Concerns Identified	90	88
Stability	83	78	Functional Assessments	91	93
Physical Well-Being	98	97	OVERALL UNDERSTANDING	94	94
Emotional Well-Being	92	91	Focal Concerns Addressed	89	90
Caregiver Functioning	92	91	Long Term Guiding View	87	87
Home Community (LRE)	95	95	Unity of Effort Across Agencies	86	88
Satisfaction	93	93	Individual Design/Good Fit	93	95
OVERALL CHILD STATUS	94	93	Contingency Plan (Safety/Health)	92	83
			OVERALL PLANNING	90	93
			Resource Availability for Implementation	93	94
			Timely Implementation	91	92
			Adequate Service Intensity	90	91
			Coordination of Services	90	91
			Caregiver Supports	96	94
			Urgent Response	94	88
			OVERALL IMPLEMENTATION	93	93
			Focal Situation Change	90	91
			Academic Achievement	87	88
			Risk Reduction	93	93
			Successful Transitions	92	93
			Parent Satisfaction	94	94
			Problem Solving	87	88
			OVERALL RESULTS	92	92
			OVERALL PERFORMANCE	93	94

Findings for the Fourth Quarter

One complex, Kealakehe, conducted their Internal Review during the reporting quarter (April 2005-June 2005). For all 14 of the youth reviewed, the service system was performing at an acceptable level. Across indicators of child-well-being, 13 or 93% of the youth were doing acceptably well. These results indicate that strategies for impacting key service system functions and youth are having a positive impact on this complex.

Description of the Samples

There were a total of 14 students reviewed in the quarter. Table 2 shows the distribution of cases reviewed across school levels and Early Intervention.

Table 2. Distribution of the Sample (Fourth Quarter)

	High School	Middle School	Elementary School	Early Intervention	4th Quarter
Kealakehe	4	4	4	2	14

Further description of the sample is presented in Table 3. Sampling guidelines call for samples to be based on 2% of the IDEA population and 1% of the 504-student population. Of the total number of cases reviewed in the fourth quarter (N=14), 21% were receiving care coordination from the Child and Adolescent Mental Health Division (CAMHD). Overall, approximately 43% were IDEA or 504 Felix class students that are receiving case management services by the schools, 21% are IDEA non-Felix students, and 14% were receiving Early Intervention Services. This distribution meets the requirements for sampling distribution set by the State for all complexes.

Table 3. Description of the Sample (Fourth Quarter)

	CAMHD Felix	IDEA / 504 SBBH	IDEA Non-Felix	Early Intervention	3rd Quarter
Kealakehe	3	6	3	2	14

Table 4 displays the range of IDEA disability categories that were represented in the samples. 504 Felix students, and children categorized as Early Intervention IDEA. The largest percentage of youth was in the category of Other Health Impairments (21%). Autism, Emotional Disturbance, and Specific Learning Disability (14%) were the next most frequent.

Table 4. Disability Categories (Fourth Quarter)

	Kealakehe
Autism	2
Deaf/Blindness	
Deafness	
Developmental Delay	
Emotional Disturbance	2
Hearing Impairment	
Mental Retardation	1
Multiple Disabilities	
Orthopedic Impairment	
Other Health Impairments	3
Specific Learning Disability	2
Speech/Language Impairment	
Traumatic Brain Injury	1
Visual Impairment	
504 Felix	1
IDEA, Early Intervention	2
4th Quarter	14

Participants

A total of 28 school, Family Guidance Center (FGC), University of Hawaii (UH) personnel, community members, and parents, participated in the Internal Reviews conducted in the reporting quarter. The participants represented 30 different role groups. The largest groups represented were Resource Teachers, Special Education Teachers, and Student Service Coordinators (6), followed by Early Intervention Personnel (4).

Table 5. Internal Review Participants (Fourth Quarter)

	Kealakehe
Counselor (School, Special Education, High Risk, Academic, 504, Department Chair)	
Educational Assistant	2
Principal	
Vice Principal	
Psychological Examiner	
DOE Contracted Mentors	1
DOE Contracted: Others	
Resource Teacher (State, District, Complex, PSAP, Student Support, Literacy, CSSS)	6
SBBH Therapist, Manager	
Psychologist (District, Complex, School)	
Special Education Department Chair	
Special Education Teacher (including Pre-School Teacher)	6
Speech Language Pathologist	
Student Services Coordinator	6
Teacher (General Ed, Title I, Reading, Transition, GT)	1
Coordinator (Evaluation, School Health, SID, Curriculum, Literacy, Rise)	
School Assessment Liaison, SAC	
Librarian, Reading Specialist	
Autism Consultant	
Special Education Director, Educational Specialist, School Renewal Specialist, District Educational Specialist, Retired Administrator, DOE Administrator	1
Social Worker	
Parent/Community Member, UH Faculty Member	1
Branch Chief, Clinical Director, Mokihana Director	
CAMHD Program Manager, Supervisor	
Quality Assurance Specialist, DOH	
Family Support Worker, FGC	
Mental Health Care Coordinator, Mentor	
Mental Health Supervisor	
Public Health Nurse	
Early Intervention Personnel	4
4th Quarter Total Participants	28

Complex Data

The following section provides a “profile” of Kealahou Complex. Presented are data on Internal Reviews and core indicators for the Family Guidance Centers and schools. Data are current for the quarter the Internal Review occurred. Family Guidance Center data include number and percentage of clients: 1) in out of state treatment settings, 2) in out of home treatment, 3) with service delivery gaps, 4) with complaints, and 5) who have current CSPs. Also included are data on the 6) sample size of CSPs that were audited with a CSP quality instrument, and 7) the percentage of those with overall acceptable quality. 8) Staffing vacancies in the FGC for the complex are also presented. School data for each complex include 1) number of service gaps, 2) percentage of referrals that were processed within timelines, 3) number of written and telephone complaints received by the State Office, 4) number of hearing requests, and 5) percentage of special education teachers that are certified. Also presented are data on 6) suspensions (regular education and special education numbers and ratios).

**Kealakehe
April 2005**

Internal Review Results

n=14

Test Outcome 1: + Child + System Performance 93% (n=13)	Test Outcome 2: - Child + System Performance 7% (n=1)	100% (n=14)
Test Outcome 3: + Child - System Performance 0% (n=0)	Test Outcome 4: - Child - System Performance 0% (n=0)	

**93%
(n=13)**

Family Guidance Center

Family Guidance Center	#	# of Clients	Performance
Mainland Placements	0	51	0%
Out of Home	14	51	27%
Service Delivery Gaps	0	51	0%
Complaints	0	51	0%
CSP Timelines	44	51	86%

# Allocated	# Occupied	% Filled
2	2	100%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
6	67%	0	1	0	94.3%

Complex	Regular Education		Special Education		Special Education and Regular Education Suspension Ratio	
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	Regular Education Suspension Ratio	Special Education Suspension Ratio
Totals	4,055	217	509	16	5.4	3.1

* State Average = 88% Regular Education and 12% Special Education